



Communities That Care

Community Resources Assessment Training

Next Steps

Trainer's Guide
(60 minutes)

Module 5

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Module 5

Communities That Care

Next Steps

Community Resources Assessment Training

5-1



Slide 5-1

Notes

In this last module, you'll use your work plans from Modules 2 through 4 to develop and agree on a final work plan for the resources assessment. The plan will incorporate the actions you identified in the previous modules, along with additional steps that will be necessary to prepare your community for Phase Four of its Communities That Care effort. It is important to keep in mind that while this plan will finalize what has been agreed on so far, changes or additions may be necessary as you continue your Communities That Care effort.

NOTE: Post the Work Plan easel sheets from Modules 2 through 4 where participants can easily see them.

Module 5



Slide 5-2

Notes



Review the slide.

Module 5 goal

Communities That Care

Plan for the next steps in the *Communities That Care* process.

Community Resources Assessment Training

5-3



Slide 5-3

Notes

Review the slide.



Slide 5-4

Notes

Objectives

Communities That Care

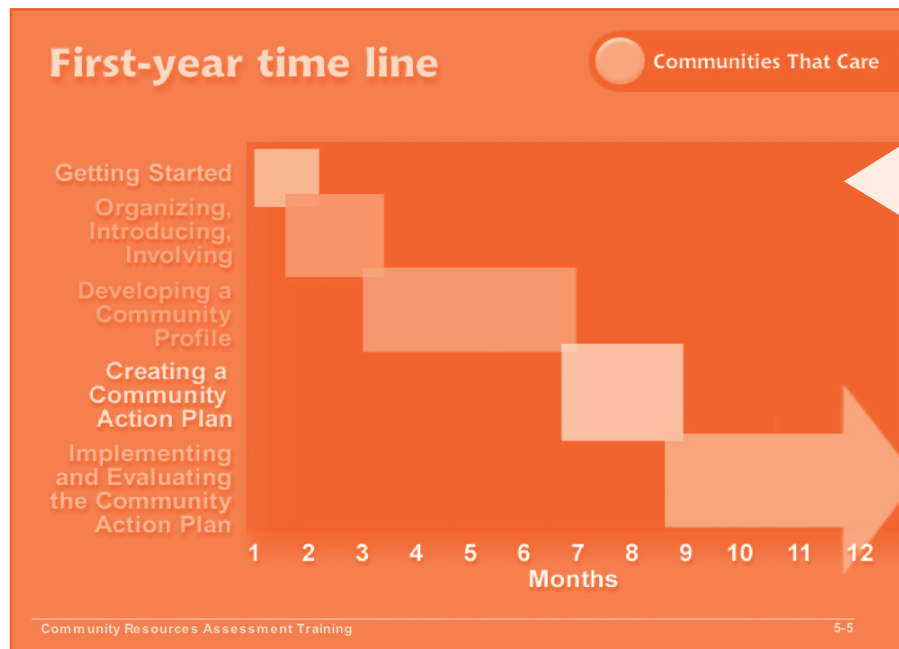
1. Confirm and assign actions.
2. Develop and agree on a final work plan and time line.
3. Discuss how to communicate the work plan to stakeholders.



Community Resources Assessment Training

5-4

Review the slide.



Slide 5-5

Notes

To help you visualize how the steps of the final work plan will fit into the overall Communities That Care process, let's review the first-year time line. Remember, these time frames are approximate—the actual time line will vary from community to community.

Review the slide.

During Phase One: Getting Started, some of your community leaders used the Tools for Community Leaders guidebook to lay the foundation for your effort.

Phase Two: Organizing, Introducing, Involving featured the Key Leader Orientation and the Community Board Orientation. These training events led to the formation of the Key Leader Board, the Community Board and the work groups.

Phase Three: Developing a Community Profile began with the Community Assessment Training. Members of the Risk- and Protective-Factor Assessment work group learned how to use information about your community's risk and protective factors to develop a Community Assessment Report.

The report identifies two to five priority risk factors. At today's training you're starting the process of assessing the resources in your community that address these priority risk factors. The preparation of the Resources Assessment Report and completion of the work plan we'll develop in this module are the final steps toward readiness for Phase Four.

In Phase Four: Creating a Community Action Plan, Community Board members will attend the Community Planning Training. At this training, board members will use the results of the Community Assessment Report and the Resources Assessment Report to develop a Community Action Plan.

During Phase Five: Implementing and Evaluating the Community Action Plan, Community Board members will attend the Community Plan Implementation Training. This training will prepare board members to implement tested, effective programs, policies and practices with fidelity, and to evaluate their progress.



Slide 5-6

Notes

Assigning actions

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1. Review actions identified in previous modules.
2. Assign specific actions to individuals or groups.
3. Brainstorm and assign additional actions.

Community Resources Assessment Training

5-6

Objective 1: Confirm and assign actions.

Review the slide.

Activity: Assigning actions

Time: 15 minutes

Instructions:

Ask for a volunteer to serve as a recorder. Explain that he or she will create master copies of the work plan and time line. Later, these will be photocopied and distributed to the group.

1. As a group, review the actions listed on the Work Plan easel sheets from Modules 2 through 4.
2. Ask participants to confirm which actions should be included in the final work plan and who will complete them. Have the recorder list this information on the Next Steps Worksheet (on page 5—10).

NOTE: The recorder may need more than one copy of the Next Steps Worksheet. Provide extra copies as needed.

3. Ask the group to brainstorm any additional actions necessary to prepare for the Community Planning Training, and ask for volunteers to complete them. Have the recorder list these additional actions and assignments on the Next Steps Worksheet.

Developing a work plan and time line

1. For each action:
 - Set a deadline.
 - Identify necessary resources.
 - Specify barriers or issues to resolve.
2. As a group, create a time line for the major actions and events.

Community Resources Assessment Training

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Slide 5-7

Notes

Objective 2: Develop and agree on a final work plan and time line.

Before we put the final work plan together, let's review what the plan for each action should include. For each action, it's important to:

- *set a deadline*
- *identify necessary resources*
- *specify barriers or issues to resolve.*

NOTE: Before continuing to the activity, ask participants to set a preliminary date for the Community Planning Training. Ask participants to keep this date in mind as they develop the work plan.

Activity: Developing the work plan and time line

Time: 45 minutes

(The actual amount of time you use for this activity will depend on the total number of actions participants identify.)

Instructions:

1. As a group, discuss the remaining columns on the Next Steps Worksheet. Finalize decisions and have the recorder list the information on the master copy of the worksheet.
2. As a group, create a time line for the major actions and events leading up to and including the Community Planning Training. Have the recorder use the Next Steps: Time Line worksheet to create a master copy. Later, the completed time line will be photocopied and distributed to the group.

Tell participants that they do not need to include all of the actions identified in the work plan. The time line should include key assessment actions such as collecting survey information, completing the assessment and completing the report. Participants should also list and set dates for:

- the Community Planning Training
- conferences and community events
- the next Community Board meeting
- other key Community Board activities.

Remind participants that some actions and events may require more research before they can be fully planned, and that this time line may require revision as the community moves forward.

Next Steps Worksheet

[illegible]

Next Steps: Time Line

									Months													
									JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC													
Major actions/events																						



Slide 5-8

Notes

Communications

Communities That Care

Discuss how the work plan will be communicated to:

- Community Board members and work groups
- Key Leaders.

Community Resources Assessment Training

Objective 3: Discuss how to communicate the work plan to stakeholders.

It's important to communicate the details of your work plan for the resources assessment to the various stakeholders in your community.

- *You can communicate plans for the assessment process to Community Board members at a regular meeting. In particular, you will need to alert board members to any difficulties that the Resources Assessment and Evaluation work group is encountering in gathering information, so that board members can help resolve these issues.*

It's also important to communicate with the Community Outreach and Public Relations work group to solicit their support in engaging the community in the assessment process, and to plan for communicating the assessment results to community members.

- *You will need to communicate a brief outline of the work plan to Key Leaders, either in person, via e-mail or in writing. This will alert Key Leaders to ways that their respective organizations or agencies may be involved in the process and prepare them to assist with solving any problems that arise.*

Take a few moments to discuss how the group will communicate the work plan to stakeholders. Ask the Coordinator/Facilitator to record any decisions and then to copy and distribute them to the group.

Thought for the day

Communities That Care

“Never doubt that a small group of thoughtful, committed citizens can change the world.”

Margaret Mead

Community Resources Assessment Training

5-9



Slide 5-9

Notes

Wrap-up

Thank participants for their hard work.

Confirm important next steps, including the date of the next training.

Ask participants to complete a Training Evaluation form. Remind participants that they can find a copy of the form in the pocket of the Participant's Guide.

Notes

Appendix 1:

References

References

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- Pollard, J. A., Hawkins, J. D., & Arthur, M. W. (1999). Risk and protection: Are both necessary to understand diverse behavioral outcomes in adolescence? *Social Work Research*, 23 (3), 145-158.
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Appendix 2:

Communities That Care **Milestones and Benchmarks**

Milestones and Benchmarks

Phase One: Getting Started

Milestones	Benchmarks
Organize the community to begin the <i>Communities That Care</i> process.	<p>Designate a single point of contact to act as a catalyst for the process.</p> <p>Identify a Champion (a community leader) to guide the process.</p> <p>Inventory existing community services addressing youth and family issues.</p> <p>Identify a lead agency committed to supporting the project.</p> <p>Secure a Coordinator/Facilitator (to work at least half time).</p> <p>Form a core work group to activate the process.</p> <p>Develop a roster of Key Leaders to involve in the process.</p> <p>Prepare an initial work plan and time line for getting started.</p> <p>Identify and secure the resources needed to get started.</p>
Define the scope of the prevention effort.	<p>Define key aspects:</p> <ul style="list-style-type: none">Define the community to be organized.Identify the health and behavior issues to be addressed.Agree on what is involved in the “prevention” response.Identify legislative/funding supports or constraints.Agree on the Community Board’s role.Begin to define how the Community Board will operate in the community. <p>Summarize issues related to the key aspects.</p> <p>Develop an action plan to address outstanding issues related to the key aspects.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Identify community readiness issues.	<p>Investigate community readiness issues.</p> <p>Ensure agreement on issues to be addressed.</p> <p>Ensure that community members have a common definition of “prevention.”</p> <p>Ensure that the community values collaboration.</p> <p>Ensure that community-wide support exists for a risk- and protection-focused, data-driven, research-based, outcome-focused prevention approach.</p> <p>Obtain school district support for the <i>Communities That Care Youth Survey</i>. Administer the survey as early as possible.</p> <p>Plan for coordination among existing initiatives and planning efforts.</p> <p>Identify community stakeholders.</p> <p>Identify other community readiness issues.</p>
Analyze and address community readiness issues, or develop a plan for addressing them.	<p>Analyze outstanding community readiness issues.</p> <p>Address “show-stopper” issues (critical to moving forward).</p> <p>Develop an action plan for addressing outstanding community readiness issues.</p>
The community is ready to move to Phase Two: Organizing, Introducing, Involving.	<p>Develop a work plan for moving to Phase Two: Organizing, Introducing, Involving.</p> <p>Identify and secure the resources needed for Phase Two.</p>

Appendix 2

Milestones and Benchmarks

Phase Two: Organizing, Introducing, Involving

Milestones	Benchmarks
Engage Key Leaders (positional and informal).	<p>Hold the Key Leader Orientation.</p> <p>Obtain formal Key Leader commitment.</p> <p>Identify the role of Key Leaders.</p> <p>Identify a Key Leader Board (a core group of Key Leaders).</p> <p>Develop a plan for communication between the Community Board and Key Leaders.</p> <p>Solicit Key Leader input on potential Community Board members.</p> <p>Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.</p>
Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.	<p>Identify and recruit a diverse, representational group of potential Community Board members.</p> <p>Hold the Community Board Orientation.</p> <p>Ensure that Community Board members understand their roles and responsibilities.</p> <p>Establish an organizational structure (including leadership roles and committee and/or work-group structures).</p> <p>Define the Community Board's relationship with other coalitions and collaboratives.</p> <p>Develop a formal method of communication among the Coordinator/Facilitator, Community Board members and the Key Leader Board.</p> <p>Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.</p> <p>Develop a documentation mechanism for the <i>Communities That Care</i> process.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Educate and involve the community in the <i>Communities That Care</i> process.	<p>Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.</p> <p>Inform community members of the <i>Communities That Care</i> process.</p> <p>Develop mechanisms for involving community members.</p> <p>Create a plan for involving youth.</p> <p>Ensure that the Community Board has developed a process for ongoing communication with the community.</p> <p>Develop an orientation mechanism for new Key Leaders and Community Board members.</p>
The community is ready to move to Phase Three: Developing a Community Profile.	<p>Create an initial work plan and time line for Phase Three: Developing a Community Profile.</p> <p>Identify and secure the resources needed for Phase Three.</p>

Milestones and Benchmarks

Phase Three: Developing a Community Profile

Milestones	Benchmarks
The Community Board has the capacity to conduct a community assessment and prioritization.	<p>Create a Risk- and Protective-Factor Assessment work group to conduct data collection and analysis.</p> <p>Hold the Community Assessment Training.</p> <p>Ensure that the work group has the appropriate skills and expertise.</p> <p>Develop a work plan and time line for data collection and analysis.</p> <p>Identify and secure the resources needed for the assessment process.</p>
Collect community assessment information and prepare it for prioritization.	<p>Ensure that the <i>Communities That Care Youth Survey</i> has been conducted.</p> <p>Collect archival data as needed to supplement the <i>Communities That Care Youth Survey</i>.</p> <p>Prepare the <i>Communities That Care Youth Survey</i> and archival data for prioritization.</p>
Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data.	<p>Identify populations with high levels of risk and low levels of protection.</p> <p>Identify geographic areas with high levels of risk and low levels of protection.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Identify priority risk and protective factors.	<p>Decide who will be involved in the prioritization process.</p> <p>Identify priority risk and protective factors.</p> <p>Brief Key Leaders on the community assessment results.</p> <p>Prepare and distribute the Community Assessment Report.</p>
Conduct a resources assessment and gaps analysis.	<p>Create a Resources Assessment and Evaluation work group to conduct the resources assessment and gaps analysis.</p> <p>Involve service providers and other youth service agencies in the resources assessment.</p> <p>Hold the Community Resources Assessment Training.</p> <p>Identify and assess existing policies, programs and practices that address the priority risk and protective factors.</p> <p>Identify gaps in services.</p> <p>Brief Key Leaders on the resources assessment and gaps analysis results.</p> <p>Prepare and distribute the Resources Assessment Report.</p>
The community is ready to move to Phase Four: Creating a Community Action Plan.	<p>Develop an initial work plan and time line for Phase Four: Creating a Community Action Plan.</p> <p>Identify and secure the resources needed for Phase Four.</p>

Appendix 2

Milestones and Benchmarks

Phase Four: Creating a Community Action Plan

Milestones	Benchmarks
The Community Board has the capacity to create a focused Community Action Plan.	<p>Hold the Community Planning Training.</p> <p>Ensure that the Community Board has the necessary skills and expertise to support plan development.</p> <p>Engage all stakeholders whose support is required to implement the plan.</p> <p>Create appropriate work groups to support plan development.</p> <p>Develop a work plan and time line for plan creation.</p> <p>Identify and secure the resources needed for plan development.</p>
Specify the desired outcomes of the plan, based on the community assessment data.	<p>Specify desired outcomes (long-term goals) for youth development.</p> <p>Specify desired outcomes for risk and protective factors.</p>
Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps.	<p>Specify the population or geographic area to be addressed.</p> <p>Investigate tested, effective programs, policies and practices for each priority risk and protective factor.</p> <p>Involve Key Leaders, Community Board members, service providers, youth and community members in selecting tested, effective programs, policies or practices.</p> <p>Select tested, effective programs, policies or practices for each priority risk and protective factor.</p> <p>Engage organizations, agencies or groups to be involved in implementing each new program, policy or practice; obtain their commitment to implementation.</p> <p>Identify desired program and participant outcomes for each program, policy or practice.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Develop implementation plans for each program, policy or practice selected.	<p>Develop preliminary tasks, a time line and a budget for each new program, policy or practice.</p> <p>Identify training and/or technical assistance needed for each new program, policy or practice.</p> <p>Identify the resources needed to implement each new program, policy or practice.</p> <p>Identify potential funding sources and allocation strategies for each program, policy or practice.</p> <p>Involve youth in implementation planning as appropriate.</p>
Develop an evaluation plan.	<p>Develop a work plan and time line for the collection of problem-behavior, risk-factor and protective-factor data from participants every year, to measure progress toward the desired outcomes. Consider using the <i>Communities That Care Youth Survey</i> to measure progress.</p> <p>Develop a work plan and time line for the collection of program and participant outcome data for each new program, policy or practice.</p>
Develop a written Community Action Plan.	<p>Ensure that Key Leaders, Community Board members and community members endorse the plan.</p> <p>Distribute the plan throughout the community.</p>
The community is ready to move to Phase Five: Implementing and Evaluating the Community Action Plan.	<p>Develop an initial work plan and time line for Phase Five: Implementing and Evaluating the Community Action Plan.</p> <p>Identify and secure the resources needed for Phase Five.</p>

Milestones and Benchmarks

Phase Five: Implementing and Evaluating the Community Action Plan

Milestones	Benchmarks
Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan.	<p>Clarify plan-implementation roles and responsibilities for individual Key Leaders, Community Board members and service providers.</p> <p>Develop collaborative agreements with implementing organizations and providers.</p> <p>Hold the Community Plan Implementation Training.</p> <p>Ensure that the Community Board has the necessary skills and expertise to support plan implementation and evaluation.</p> <p>Develop appropriate committees or work groups to support plan implementation and evaluation.</p> <p>Engage and orient new Key Leaders, Community Board members and stakeholders to the <i>Communities That Care</i> process.</p> <p>Establish partnerships with outside evaluators as needed.</p>
Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity.	<p>Ensure that implementers have received the necessary training and technical assistance.</p> <p>Ensure that funding has been acquired to support the implementation of each new program, policy or practice.</p>
Implement new programs, policies and practices with fidelity.	<p>Ensure that implementers have the necessary skills and tools to measure implementation fidelity.</p> <p>Ensure that the program, policy or practice reaches the targeted population.</p> <p>Ensure that the program, policy or practice includes sufficient timing, intensity and duration to achieve the desired results.</p> <p>Ensure that the program, policy or practice achieves the desired program and participant outcomes.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Conduct program-level evaluations at least annually.	<p>Measure program and participant outcomes.</p> <p>Collect baseline, mid- and post-project evaluation data.</p> <p>Refine programs, policies and practices based on the data.</p>
Conduct community-level assessments at least every two years.	<p>Ensure that the Key Leader Board and Community Board review the plan every year.</p> <p>Ensure that the assessment of risk factors, protective factors and problem behaviors is reviewed at least every two years. Readministration of the <i>Communities That Care Youth Survey</i>, for example, can assist this review.</p> <p>Refine the plan based on the assessment results.</p>
Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	<p>Share community and program-level evaluation results with the Community Board, the Key Leader Board and community members at least annually.</p> <p>Share community-level evaluation results after readministration of the <i>Communities That Care Youth Survey</i>.</p>

Notes